

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON ARTS & SCIENCE CHARTER SCHOOL	School: PATERSON ARTS & SCIENCE CHARTER SCHOOL
Chief School Administrator: NIHAT GUVERCIN	Address: 764 11 TH AVENUE PATERSON, NJ
Chief School Administrator's E-mail: NGUVERCIN@NJASCS.ORG	Grade Levels: K-7
Title I Contact: MUSTAFA COBAN	Principal: DANNY NECIMO
Title I Contact E-mail: MCOBAN@NJASCS.ORG	Principal's E-mail: dnecimo@patersoncharter.org
Title I Contact Phone Number: 201-773-9140	Principal's Phone Number: 862.336.1550

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

LORI COBB

6/25/2015

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,545,274, which comprised _____94_____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 6,037,584, which will comprise 92_____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries for Instruction	1,3	Supplemental ELA interventions	100-100 200-200	\$163,800
Salaries for Instruction	2,3	Supplemental Math interventions	100-100 200-200	\$95,760
Purchased Services(Consultants)	1,3	Small group interventions	200-300	\$46,400
Supplies and Resources	1,2,3	Small group interventions	100-600 400-731	\$34,730

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
MUSTAFA COBAN	NON INSTRUCTIONAL STAFF	YES	YES	YES	
LORI COBB	NON INSTRUCTIONAL STAFF	YES	YES	YES	
JUAN INFANTE	PARENT-	YES	YES	YES	
PHIL PATIRE	COMMUNITY	YES	YES	YES	
ELMINA SCILIA	NON INSTRUCTIONAL STAFF	YES	YES	YES	
ROBBY CHAPMAN	PARENT	YES	YES	YES	
CHRISTINA ROMAN	INSTRUCTIONAL STAFF	YES		YES	
JESSICA SCANCHEZ	INSTRUCTIONAL STAFF	YES			
SYLVIA SMALLWOOD	PARENT	YES	YES	YES	
SEAN DRURY	INSTRUCTIONAL STAFF		YES		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
12/08/2014	465 Boulevard Elmwood Park, NJ 07407	Introduction Meeting	X		X	
02/25/2015	465 Boulevard Elmwood Park, NJ 07407	Comprehensive Needs Assessment	X		X	
03/24/2015	465 Boulevard Elmwood Park, NJ 07407	Comprehensive /Needs Assessment Schoolwide Plan Development	X		X	
04/16/2015	465 Boulevard Elmwood Park, NJ 07407	Program Evaluation/ Plan Development	X		X	
6/12/2015, 6/27/2015	465 Boulevard Elmwood Park, NJ 07407	Program Evaluation/ Plan Development	X		X	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The Paterson Arts and Science Charter School's (Paterson-ASCS) mission is to provide the ideal environment for the intellectual and social development of its students by utilizing a combined effort of students, educators, families, and the community as a whole. Paterson Arts and Science Charter School believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. Paterson Arts and Science Charter School believes that focusing on an overall high academic achievement includes providing opportunities for individual skills and talents to develop to higher levels. Paterson Arts and Science Charter School fosters an atmosphere that promotes enthusiasm on the part of Paterson-ASCS teachers and students alike, through the challenging academic program, interesting co-curricular activities, and positive rewards for success, resulting in students who seek further challenges and have the desire to continue on the educational path. At Paterson-ASCS students exhibit the love of learning to the extent of choosing challenging, even competitive academic activities.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes.
2. What were the strengths of the implementation process? Strengths of the implementation process were:
 - Collaborative planning and curriculum design
 - School-wide literacy approach through the implementation of Balanced Literacy (K-3), Star reading (K-12), Accelerated Reader (K-12).
 - Utilizing title 1 teacher to target/support skill development and mastery.
 - Utilizing Pearson Realize to benchmark mathematics growth and progression.
 - The incorporation of technology to provide academic assistance to students & staff
 - The initial and ongoing professional development that was provided to the title 1 teachers.
3. What implementation challenges and barriers did the school encounter? As the curricula were implemented during the 2014-2015 school year, teachers had to adjust to the integration of digital resources and lack of adequate funding to provide all necessary instructional resources.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The school advisory committee identified the following strengths of the program implementation process:

- District and school based support that was supported to the title 1 teachers
- The collegial environment that existed between the classroom teachers and title 1 teachers
- The support and professional development provided by school based curriculum supervisors.
- The teacher student classroom ratio (20-1)
- The design of a school-wide schedule to provide adequate planning and preparation in a collaborative setting

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The school advisory committee identified the following weaknesses of the program implementation process:

- Imbalance of available technology resources between school and home
 - As a result of the general lack of experience of the instructional staff, further professional development is needed.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The committee obtained stakeholder buy-in by holding discussions on program implementation, and presented often at internal and public forums (Back to School Night, parent teacher conferences, summer training institute, faculty meetings, PTO meetings, community based surveys, and via online communication through emailing and school websites).
 6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The perceptions of the staff were positive as documented through survey data. The school used surveys and social media forums (Facebook & Twitter).
 7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The perceptions of the community were positive as documented through survey data. The school used surveys, visitor feedback portal, and social media forums (Facebook & Twitter).
 8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Methods of delivery for each program were classroom level instruction, small group instruction, one on one instruction; before and after school tutoring, summer enrichment program, Saturday school, summer reading and projects, and social media broadcasts.
 9. How did the school structure the interventions? Interventions were structured in the framework of both the school day and the extended care program. Title 1 personnel enhanced student growth through one on one, small group, and class level instructional lessons.
 10. How frequently did students receive instructional interventions? Instructional interventions were provided daily through pull out and/or in-class support.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

11. What technologies did the school use to support the program? The school used the following technologies to support the program:

- Computer labs
- Chrome books
- Kindles
- iPads
- Forte keyboards
- Smartboards
- Clickers
- Osmo
- Document cameras
- Write to learn
- Pearson realize
- Measuring up Live
- Accelerated reader
- Star reader
- Reading A to Z

12. Did the technology contribute to the success of the program and, if so, how? While the above mentioned technologies contributed to student growth overall success was limited due to sufficient funding and student access for students.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	36 students	Not available	<ul style="list-style-type: none"> • After school tutorials • Saturday School • Boot Camp • Practice Assessments • NJASK Lock-in • Small group instruction • Whole group co-teaching 	These interventions did result in student proficiency. The co-teaching model allows Paterson-ASCS to provide much more targeted instruction for each student in ELA. This contributed to student achievement results. Please note that the 2014-2015 data will be analyzed when they become available. The after school tutorials provide supplemental ELA instruction for all students in 4 th grade.
Grade 5	31 students	Not available	<ul style="list-style-type: none"> • After school tutorials • Saturday School • Boot Camp • Practice Assessments • NJASK Lock-in • Small group instruction • Whole group co-teaching 	These interventions did result in student proficiency. The co-teaching model allows Paterson-ASCS to provide much more targeted instruction for each student in ELA. This contributed to student achievement results. Please note that the 2014-2015 data will be analyzed when they become available. The after school tutorials provide supplemental ELA instruction for all students in 5 th grade.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 4	29 students	Not available	<ul style="list-style-type: none"> • After school tutorials • Saturday School • Boot Camp • Practice Assessments • NJASK Lock-in • Small group instruction • Whole group co-teaching 	These interventions did result in student proficiency. The co-teaching model allows Paterson-ASCS to provide much more targeted instruction for each student in Math. This contributed to student achievement results. Please note that the 2014-2015 data will be analyzed when they become available. The after school tutorials provide supplemental Math instruction for all students in 4 th grade.
Grade 5	7 students	Not available	<ul style="list-style-type: none"> • After school tutorials • Saturday School • Boot Camp • Practice Assessments • NJASK Lock-in • Small group instruction • Whole group co-teaching 	These interventions did result in high student proficiency. The co-teaching model allows Paterson-ASCS to provide much more targeted instruction for each student in Math. This contributed to student achievement results. Please note that the 2014-2015 data will be analyzed when they become available. The after school tutorials provide supplemental Math instruction for all students in 5 th grade.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language	2013 -	2014 -	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Arts	2014	2015		proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	9 students	3 students	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School 	These interventions did result in student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk. Paterson-ASCS has made gains in students moving out of the partially proficient range.
Grade 1	6 students	8 students	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School 	These interventions did result in student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk. Paterson-ASCS has made gains in students moving out of the partially proficient range.
Grade 2	7 students	9 students	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School 	These interventions did result in student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk. Paterson-ASCS has made gains in students moving out of the partially proficient range.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	5 students	4 students	<ul style="list-style-type: none"> After school tutorials Small group instruction Guided Math groups 	These interventions did result in student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk. Paterson-ASCS has made gains in students moving out of the partially proficient range.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 1	1 student	17 students	<ul style="list-style-type: none"> • After school tutorials • Small group instruction • Guided Math groups 	These interventions did result in some student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk.
Grade 2	28 students	26 students	<ul style="list-style-type: none"> • After school tutorials • Small group instruction • Guided Math groups 	These interventions did result in some student proficiency. Through the services provided, which focused on specific academic deficiencies, Paterson is addressing the needs of students at risk.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School Targeted, small group instruction 	Yes	<ul style="list-style-type: none"> Running records Star reading assessments Accelerated reader Benchmark assessments Practice test NJASK scores MAP test results 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					them to practice those elements of a standard towards proficiency and above.
Math	Students with Disabilities	<ul style="list-style-type: none"> • After School Tutorials • Saturday School • Targeted, small group instruction 	Yes	<ul style="list-style-type: none"> • MAP test results • Benchmark assessments • Practice test • NJASK scores • Weekly formative and summative assessments 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> • Each campus offers after school tutorials from 3:30 to 4:30 • Students receive targeted small group reinforcement specific to the standard taught for that day • Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> • Saturday school students practice in small groups. • Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					them to practice those elements of a standard towards proficiency and above.
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School <p>Targeted, small group instruction</p>	Yes	<ul style="list-style-type: none"> Running records Star reading assessments Accelerated reader Benchmark assessments Practice test NJASK scores MAP test results ACCESS for ELLs/WIDA 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice</p> <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
Math	ELLs	<ul style="list-style-type: none"> • After School Tutorials • Saturday School • Targeted, small group instruction 	Yes	<ul style="list-style-type: none"> • MAP test results • Benchmark assessments • Practice test • NJASK scores • Weekly formative and summative assessments • ACCESS for ELLs/ WIDA 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> • Each campus offers after school tutorials from 3:30 to 4:30 • Students receive targeted small group reinforcement specific to the standard taught for that day • Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> • Saturday school students practice in small groups. • Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice</p> <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Running Records • Writer's Workshop • Summer Enrichment • Guided Reading Groups • After School Tutorials • Saturday School 	Yes	<ul style="list-style-type: none"> • Running records • Star reading assessments • Accelerated reader • Benchmark assessments • Practice test • NJASK scores • MAP test results 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> • Each campus offers after school tutorials from 3:30 to 4:30 • Students receive targeted small group reinforcement specific to the standard taught for that day • Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> • Saturday school students practice in small groups. • Teachers identify standards taught that week from their annual plans which map the

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice</p> <p>Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> After School Tutorials Saturday School 	Yes	<ul style="list-style-type: none"> MAP test results Benchmark assessments Practice test NJASK scores Weekly formative and summative assessments 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice</p> <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> Running Records Writer's Workshop 	Yes	<ul style="list-style-type: none"> Running records Star reading assessments 	Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • Summer Enrichment • Guided Reading Groups • After School Tutorials • Saturday School • Targeted, small group instruction 		<ul style="list-style-type: none"> • Accelerated reader • Benchmark assessments • Practice test • NJASK scores • MAP test results 	<p>and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> • Each campus offers after school tutorials from 3:30 to 4:30 • Students receive targeted small group reinforcement specific to the standard taught for that day • Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> • Saturday school students practice in small groups. • Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> • After School Tutorials • Saturday School • Targeted, small 	Yes	<ul style="list-style-type: none"> • MAP test results • Benchmark assessments • Practice test 	Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		group instruction		<ul style="list-style-type: none"> NJASK scores Weekly formative and summative assessments 	<p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
ELA	Homeless	N/A			No homeless students identified.
Math	Homeless	N/A			No homeless students identified.
ELA	Migrant	N/A			No migrant students identified.
Math	Migrant	N/A			No migrant students identified.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	<ul style="list-style-type: none"> Running Records Writer's Workshop Summer Enrichment Guided Reading Groups After School Tutorials Saturday School <p>Targeted, small group instruction</p>	Yes	<ul style="list-style-type: none"> Running records Star reading assessments Accelerated reader Benchmark assessments Practice test NJASK scores MAP test results ACCESS for ELLs/WIDA 	<p>Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
Math	ELLs	<ul style="list-style-type: none"> After School Tutorials 	Yes	<ul style="list-style-type: none"> MAP test results 	Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Saturday School Targeted, small group instruction 		<ul style="list-style-type: none"> Benchmark assessments Practice test NJASK scores Weekly formative and summative assessments ACCESS for ELLs/ WIDA 	<p>based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Running Records Writer's 	Yes	<ul style="list-style-type: none"> Running records Star reading 	Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Workshop <ul style="list-style-type: none"> • Summer Enrichment • Guided Reading Groups • After School Tutorials • Saturday School 		assessments <ul style="list-style-type: none"> • Accelerated reader • Benchmark assessments • Practice test • NJASK scores • MAP test results 	maps standards in clusters and includes performance tasks and assessments, then further broken down by week into daily lesson plans After school tutorials (Targeted standards for the day) <ul style="list-style-type: none"> • Each campus offers after school tutorials from 3:30 to 4:30 • Students receive targeted small group reinforcement specific to the standard taught for that day • Each day either a math, writing or reading standard is reinforced Saturday School (Targeted standards for the week) <ul style="list-style-type: none"> • Saturday school students practice in small groups. • Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice Title 1 Support Teachers Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • After School Tutorials • Saturday School 	Yes	<ul style="list-style-type: none"> • MAP test results • Benchmark assessments • Practice test 	Paterson-ASCS identifies the CCSS standards to be taught by grade, by year in an annual plan that is constructed based on the Curriculum, by month in unit plans which maps standards in clusters and includes performance tasks and assessments, then further broken down by week into

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Conte nt	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> NJASK scores Weekly formative and summative assessments 	<p>daily lesson plans</p> <p>After school tutorials (Targeted standards for the day)</p> <ul style="list-style-type: none"> Each campus offers after school tutorials from 3:30 to 4:30 Students receive targeted small group reinforcement specific to the standard taught for that day Each day either a math, writing or reading standard is reinforced <p>Saturday School (Targeted standards for the week)</p> <ul style="list-style-type: none"> Saturday school students practice in small groups. Teachers identify standards taught that week from their annual plans which map the standards to be covered for the year by week. Content, concepts, and skills are reinforced on Saturdays through practice, practice, practice <p>Title 1 Support Teachers</p> <p>Support teachers provide pull out and push in with small groups of students. They provide targeted standards based support in groups, (data from benchmarks and practice tests as well as formative classroom assessments) that is specifically designed for them to practice those elements of a standard towards proficiency and above.</p>
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Summer Institute for Teaching and Learning (Two Weeks) • Monthly Professional Development • Access to The Teaching Channel Video • PLCs • Common Planning • Rutgers SSI Project (Master Mentor Teachers) • Balanced Literacy Team Visits • Consultants • District Chairs/Academic Coaches • PDP Plans 	Yes	Frequency of Professional Development sessions and attendance by teachers.	All teachers attended regular, mandatory professional development throughout the 2014-2015 school year, including half-day sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Summer Institute for Teaching and Learning (Two 	Yes	Frequency of Professional Development sessions and attendance by teachers.	All teachers attended regular, mandatory professional development throughout the 2014-2015 school year, including half-day

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Weeks) <ul style="list-style-type: none"> Monthly Professional Development Access to The Teaching Channel Video PLCs Common Planning Rutgers SSI Project (Master Mentor Teachers) Balanced Literacy Team Visits Consultants District Chairs/Academic Coaches PDP Plans 			sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	<ul style="list-style-type: none"> Summer Institute 	Yes	Frequency of Professional Development sessions and	All teachers attended regular, mandatory professional development throughout the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		for Teaching and Learning (Two Weeks) <ul style="list-style-type: none"> • Monthly Professional Development • Access to The Teaching Channel Video • PLCs • Common Planning • Rutgers SSI Project (Master Mentor Teachers) • Balanced Literacy Team Visits • Consultants • District Chairs/Academic Coaches • PDP Plans 		attendance by teachers.	2014-2015 school year, including half-day sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.
Math	ELLs	<ul style="list-style-type: none"> • Summer Institute for Teaching and Learning (Two Weeks) • Monthly Professional Development • Access to The 	Yes	Frequency of Professional Development sessions and attendance by teachers.	All teachers attended regular, mandatory professional development throughout the 2014-2015 school year, including half-day sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Teaching Channel Video <ul style="list-style-type: none"> • PLCs • Common Planning • Rutgers SSI Project (Master Mentor Teachers) • Balanced Literacy Team Visits • Consultants • District Chairs/Academic Coaches • PDP Plans 			supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Summer Institute for Teaching and Learning (Two Weeks) • Monthly Professional Development • Access to The Teaching Channel Video • PLCs • Common Planning • Rutgers SSI Project (Master Mentor 	Yes	Frequency of Professional Development sessions and attendance by teachers.	All teachers attended regular, mandatory professional development throughout the 2014-2015 school year, including half-day sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Teachers) <ul style="list-style-type: none"> Balanced Literacy Team Visits Consultants District Chairs/Academic Coaches PDP Plans 			
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Summer Institute for Teaching and Learning (Two Weeks) Monthly Professional Development Access to The Teaching Channel Video PLCs Common Planning Rutgers SSI Project (Master Mentor Teachers) Balanced Literacy Team Visits Consultants District Chairs/Academic 	Yes	Frequency of Professional Development sessions and attendance by teachers.	All teachers attended regular, mandatory professional development throughout the 2014-2015 school year, including half-day sessions. In addition, teachers attended a two week Summer Institute for Teaching and Learning, led by the Academic Team, school directors, and curriculum supervisors. Teachers, in collaboration with curriculum supervisors, designed targeted professional development plans to improve instructional practice and to drive direction for professional development sessions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Coaches • PDP Plans			
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook) Surveys Google classroom PARCC tips Donuts for Dads	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson-ASCS model, and support the partnership between parent and students to improve student academic achievement. Paterson-ASCS distributed materials to families for students and parents to complete together, to promote a collaborative learning environment that involves parents both in school and at home.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation PTO Meetings Parent/Teacher conferences Thanksgiving Dinner Garden State International Heritage Festival Grandparents' Night Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			
Math	Students with Disabilities	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook)	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson-ASCS model, and support the partnership between parent and students to improve student academic achievement. Paterson-ASCS distributed materials to families for students and parents to complete

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Surveys Google classroom PARCC tips Donuts for Dads Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation PTO Meetings Parent/Teacher conferences Thanksgiving Dinner Garden State International Heritage Festival Grandparents' Night Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			together, to promote a collaborative learning environment that involves parents both in school and at home.
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook) Surveys Google classroom PARCC tips Donuts for Dads Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation PTO Meetings Parent/Teacher conferences Thanksgiving Dinner Garden State International Heritage Festival Grandparents' Night	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson-ASCS model, and support the partnership between parent and students to improve student academic achievement. Paterson-ASCS distributed materials to families for students and parents to complete together, to promote a collaborative learning environment that involves parents both in school and at home.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			
Math	ELLs	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook) Surveys Google classroom PARCC tips Donuts for Dads Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation PTO Meetings Parent/Teacher conferences Thanksgiving Dinner	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	<p>Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson-ASCS model, and support the partnership between parent and students to improve student academic achievement.</p> <p>Paterson-ASCS distributed materials to families for students and parents to complete together, to promote a collaborative learning environment that involves parents both in school and at home.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Garden State International Heritage Festival Grandparents' Night Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			
ELA	Economically Disadvantaged	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook) Surveys Google classroom PARCC tips Donuts for Dads Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson- ASCS model, and support the partnership between parent and students to improve student academic achievement. Paterson-ASCS distributed materials to families for students and parents to complete together, to promote a collaborative learning environment that involves parents both in school and at home.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PTO Meetings Parent/Teacher conferences Thanksgiving Dinner Garden State International Heritage Festival Grandparents' Night Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			
Math	Economically Disadvantaged	Home visits Back-to-School Night Beginning of Year Orientation Class Dojo School Database Social Media (Twitter, Facebook) Surveys Google classroom PARCC tips Donuts for Dads	Yes	Number of parents in attendance. Number of materials distributed to families. School testimonials on school website	Parents attended these events, which were offered at each grade level and were designed to orient parents with the Paterson-ASCS model, and support the partnership between parent and students to improve student academic achievement. Paterson-ASCS distributed materials to families for students and parents to complete together, to promote a collaborative learning environment that involves parents both in school and at home.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Muffins for Moms Family Picnics Awards Ceremony NJASCS Foundation PTO Meetings Parent/Teacher conferences Thanksgiving Dinner Garden State International Heritage Festival Grandparents' Night Winter and Spring Concerts School plays Athletic competitions Science Fair Science Olympiad Math Counts			
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ul style="list-style-type: none"> Running Records Final exams Comprehension Benchmarks STAR Reading Accelerated Reader 	<p>ELA instruction remains a focal point for all students at Paterson-ASCS. Running record data shows that 11.1% of students in grades K-2 in Paterson-ASCS are not reading at benchmark level by June. On the 2015 June final exam, 46.6% of 4th grade students did not pass. With the move to Common Core and PARCC, Paterson-ASCS recognizes that these performance levels need to continue to be addressed in the upcoming school year.</p>
Academic Achievement - Writing	<ul style="list-style-type: none"> Open-ended written responses Persuasive writing benchmarks Compare and contrast benchmarks District- wide assessments 	<p><i>In Grades 4 through 6, 48.3 percent</i> of the students are scoring below Benchmark (BM), 80% on monthly writing BM.</p> <p>Fourth Grade: 65% did not reach 80% on their monthly writing BM</p> <p>Fifth Grade: 38% did not reach 80% on their monthly writing BM</p> <p>Sixth Grade: 41.6% did not reach 80% on their monthly writing BM</p>
Academic Achievement - Mathematics	<ul style="list-style-type: none"> Letter grades Tutoring enrollment Progress reports Final exams 	<p>33.6% of the total (K-6) school population have been identified as at-risk students and are enrolled in the Math tutoring program after school which is run daily. 15.4% of the population in grades 3-6 are enrolled in the Math Saturday school enrichment program</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	<ul style="list-style-type: none"> Attendance records at school events Parent Teacher Organization meeting agendas Parent Teacher Organization expense report 	The Paterson-ASCS Parent Teacher Organization, which is comprised of about 7% of the parent school body, contributed a little over \$20,000.00 to school events, activities, sponsorships, and school resources throughout the course of the school year. There are 27 class parents serving the 21 homerooms within the school.
Professional Development	<ul style="list-style-type: none"> Teacher surveys Professional development agendas, Individual teacher professional development plans Walkthroughs Observations 	There are three main areas that have been identified as areas where teachers need additional support. The number one area is <i>differentiation</i> (24% of the teacher population). The second most needed area for growth is <i>reading strategies</i> (13% of the teacher population). The third most needed area for growth is <i>classroom management strategies</i> (11% of the teacher population).
Leadership	<ul style="list-style-type: none"> Administrator mid-year review, observations/evaluations Rutgers School System Improvement (SSI) Project 	Approximately 16% of our teachers were qualified to receive a promotion and become Master Mentor Teachers through the partnership of the Rutgers School System Improvement Project.
School Climate and Culture	<ul style="list-style-type: none"> Efficacy committee Attendance data District-wide stakeholders (staff, parents, students where applicable) survey Disciplinary data Mission statement 	School surveys are given to students, parents, teachers, and staff members to measure the climate and culture of the school. The survey included areas to respond to academics, administration and staff interactions with parents, facilities, instructional practices, communication, and extra curricular activities. 35% of the parent population completed the survey.
School-Based Youth Services	<ul style="list-style-type: none"> Athletic department activities Counseling service enrollment 	21.3% of students in middle school (grades 4-6) receive counseling services provided by the school. In addition, the

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> Summer Leadership Academy After school club programs 	school offers athletic programs in the areas of varsity and JV girls' and boys' basketball and varsity co-ed soccer.
Students with Disabilities	<ul style="list-style-type: none"> STAR Reading Assessment Monthly district writing benchmark scores Enrollment IEPs 	The students with disabilities population in grades 4-6 are 21.3%. On average, students with disabilities in grades 4-6, are reading 2.7 years behind their grade level. On average, students with disabilities score a 74% out of 100 on their monthly writing benchmark.
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	<ul style="list-style-type: none"> STAR Reading Assessment Monthly district writing benchmark scores Enrollment numbers 	On average, ELL learners are reading 3.7 years behind their grade level. On average, ELL learners score a 56% out of 100 on their monthly writing benchmark.
Economically Disadvantaged	<ul style="list-style-type: none"> Student ratio charts Free and reduced lunch enrollment 	<p>83% of the total student population receives free or reduced lunch.</p> <p>In Grades Four to Six 48.3 percent of the students are scoring below Benchmark (BM), 80% on monthly writing BM:</p> <p>Fourth Grade: 65% did not reach 80% on their monthly writing BM Fifth Grade: 38% did not reach 80% on their monthly writing BM Sixth Grade: 41.6% did not reach 80% on their monthly writing BM</p> <p>33.6% of the total (K-6) school population have been identified as at-risk students and are enrolled in the Math tutoring program after school which is run daily. 15.4% of the population in grades 3-6 are enrolled in the Math Saturday school enrichment program</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The process that the school used to conduct the Comprehensive Needs Assessment (CNA) was to hold a series of meetings that included school administration, parents, community representatives, and central office personnel. It is the intent of the school advisory committee to continue to implement the components of the school wide plan.

2. What process did the school use to collect and compile data for student subgroups?

The school utilized multiple resources to collect and compile data for the student subgroups. Monthly score reports are submitted to the curriculum supervisor by the classroom teachers following the administration of district benchmark assessments. In addition, score reports were generated from the school database. The types of assessments and sources of data varied across the K-6 grade levels and included but were not limited to running record data, open-ended written responses, persuasive written responses, and marking period grades. Based on the results, comparison result graphs were created to be shared at the schoolwide planning meetings.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The validity of the data used in the Comprehensive Needs Assessment is ensured through the methods in which the data is collected. The school database is used to record and organize any assessment data that is scanned into the system. The database sorts the assessment results by multiple measures: proficiency, standard analysis, and item analysis. Comparison result charts were created to track the progress of assessment results at different checkpoints throughout the year based on this data. Extensive training was provided to teachers during professional development, grade level meetings, and department chair meetings for administering running records and scoring written responses. Hours of training were dedicated to grading written responses in a whole group setting to ensure grading consistency across the grade levels. The curriculum supervisor along with grade level and department chairs conduct spot checks periodically throughout the school year.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

4. What did the data analysis reveal regarding classroom instruction?

The data analysis revealed the following regarding classroom instruction. There is a significant vocabulary deficit, a lack of teacher resources (specifically high-quality classroom libraries); due to the deficit of books, students are reading 50% less than students that have access to classroom libraries that offer a variety of genres in their classrooms. Researchers and field experts Fountas and Pinnell and Allington and Cunningham recommend 600-750 books per classroom library; on average, Paterson – ASCS classrooms libraries have 75-100 library books. As a result in grades: K to 3: **28.7 percent** of the students are not reading on level and in grades 4 to 6: **67 percent** of the students are not reading on level.

There is a need for teacher development in Response to Intervention (RTI), Strategies for Close Reading, Differentiated Instruction, Literature Circles, Orton Gillingham and Think Alouds (to name a few). In addition to the Professional Development needed to have teachers reach desired levels of pedagogy and rigor, Title I teachers are needed to allow for small group/targeted instruction.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Paterson Arts and Science Charter School believes in fostering our educators to be practitioners of their craft. The data revealed that further professional development is needed in the areas of balanced literacy and the teaching of comprehension skills. Training around best practices in both of these areas are in alignment with our identified priority problems. Attendance is mandatory for all teachers to attend professional development sessions. Professional development sessions are held monthly school wide and district wide. These needs will be addressed at local professional developments at Paterson-ASCS and/or at our district two week Summer Institute for Teaching and Learning. Because of the success of this rigorous and comprehensive model for professional development it was determined that the model will be implemented again in the 2015-2016 school year.

6. How does the school identify educationally at-risk students in a timely manner?

By October of the given academic school year, students have been given pre- assessments and their first academic benchmark. The pre-assessments allow for the teachers to gauge where students are entering the current grade level and the level of retention from the content taught from the previous year. Beginning of the year benchmarks assess the growth of students within the first unit of study. The results of these district wide benchmarks are used as direct measures of student achievement. Other measures such as performance on homework and classwork are used as indirect measures of students who may be educationally at-risk. These measures are not analyzed in isolation but are used in consort to determine if students are in need of intervention.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

7. How does the school provide effective interventions to educationally at-risk students?

Paterson – ASCS provides effective intervention to educationally at-risk students by creating action plans specific to the data collected from assessments given in October to strategically plan tutorials. Tutorials are free of charge and offered from 3:15PM to 4:15PM a minimal of two days a week in Math and/or ELA.

8. How does the school address the needs of migrant students? Not applicable

9. How does the school address the needs of homeless students? Not applicable

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

There is an active and constant communication between teachers and the academic team. In collaboration with the academic team, the teachers are asked to create action plans for subgroups and individual students who need targeted, intense support. Data is analyzed at department meetings and this data is used not only to generate individual action plans for students, but it also is used to generate the agendas for subsequent meetings. The action plans detail the specific standards to target with each subgroup and/or individual student and the instructional practices that would be used to achieve the progress. The areas of focus identified by the teacher and the academic team are reviewed with administration so that all parties are clear on the areas that need improvement. At the end of the school year, the district level chairpersons conduct academic surveys and reflections with the teachers and department chairs across the district. Suggestions for improvements to the curriculum are discussed and then a plan is developed to modify the curriculum. Paterson-ASCS prides itself on assigning exemplary teachers to the task of modifying the curriculum as their input and experience is closest to the field.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Preschool to kindergarten: by implementing a Balanced Literacy program. The Balanced Literacy is a program focused on closing the fissure and working diligently to ensure that every child entering kindergarten practices skills and strategies for a minimum of 90 minutes a day so that they will have them meet Benchmarks and ultimately leave kindergarten reading on grade level.

Elementary to middle: we rely on the implementation of Balanced Literacy throughout elementary years to ensure that the foundation has been set in ELA: both writing and reading. The focus on Common Core, targeted instruction and tutorials are the basis of a child being prepared to transition from elementary to middle, and/or middle to high school.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

To provide a smooth transition for students entering middle school, the schools offer a comprehensive student and parent orientation program.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The Paterson – ASCS Title I committee analyzed the various data collected, prioritized concerns around academics vertically and horizontally and discussed possible solutions for each. The committee then determined which of the concerns effected the school population as a whole. The guided questions mentioned above were the driving force behind each meeting to analyze data.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts Literacy (CCSS*)	Mathematics (CCSS*)
Describe the priority problem using at least two data sources	Student ELA performance at Paterson-ASCS continues to be a point of concern for the early middle school years in particular. In 2014 (most recent data available), only 36.2% of 4 th graders scored proficient on the NJASK exam in ELA. The final reading comprehension benchmark showed that 46.6% of 4 th graders did not reach proficiency. In light of the Common Core alignment when standardized tests will be scored more rigorously, Paterson-ASCS is committed to addressing this priority problem now.	Applying researched-based mathematical practices to solve multi-step mathematical word problems will be critical to improvement in this area. Specifically, through instructional strategies, students will develop the skills and understanding to solve mathematical problems that require higher order thinking skills. In 2014 (most recent data available), only 47.9% of 4 th graders scored proficient on the NJASK exam in Math. The final exam showed that 88.3% of 4 th graders did not reach proficiency. In light of the Common Core alignment when standardized tests will be scored more rigorously, Paterson-ASCS is committed to addressing this priority problem now.
Describe the root causes of the problem	Paterson-ASCS students who enter middle school, particularly in 4 th grade, require additional instructional support within a comprehensive literacy model.	Targeted instruction is limited due to lack of resources, instructional staff and inconsistent professional development best practices for teaching higher order mathematic skills.
Subgroups or populations addressed	Our student population primarily encompasses students of color including 41.15% African American, 54.78% Hispanic, 3.11% White, .96 Asian. Additionally, 4% of our students qualify for special education services and 3% are LEP.	Our student population primarily encompasses students of color including 41.15% African American, 54.78% Hispanic, 3.11% White, .96 Asian. Additionally, 4% of our students qualify for special education services and 3% are LEP.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Related content area missed (i.e., ELA, Mathematics)	The response to this particular content area has been addressed in other sections of the application.	The response to this particular content area has been addressed in other sections of the application.
Name of scientifically research based intervention to address priority problems	Our kindergarten through third grade classrooms utilize Balanced Literacy. Components from this instructional model will be utilized in grades 4 th -7 th . Through this model, our students are exposed to daily Word Study, Read Aloud, Reading Workshop and Writing Workshop lessons. Teachers also take monthly Running Records on students and they use this data to provide targeted reading instruction via guided reading groups for their students. Students also have a silent independent reading time each day to read books according to their independent reading levels and apply the strategies taught during the teacher's daily Reading Workshop mini-lessons.	Our kindergarten through seventh grade classrooms will continue to utilize the Response to Intervention (RTI) process for additional research based strategies. In addition, teachers will receive professional development on: use of mathematical practices, differentiated instruction, explaining mathematical responses through writing, and the digital curriculum.
How does the intervention align with the Common Core State Standards?	Our entire kindergarten through third grade Balanced Literacy Curriculum is fully aligned with the National Common Core State Standards. An update to the 4 th -8 th grade curriculum has included components of the Balanced Literacy model. Reading strands and objectives will be taught during Word Study, the Read Aloud and Reading Workshop. Writing strands and objectives are taught during Writing Workshop.	Our third through 7 th grade math curriculum is fully aligned with the National Common Core State Standards. An update to the kindergarten-2 nd grade curriculum will be completed for the 2015-2016 school year.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Technology Literacy (Closing the Achievement Gap)	
Describe the priority problem using at least two data sources	<p>Paterson-ASCS serves a population of 41.5% African American and 54.78% Hispanic/Latino students, with 83% low-income defined by eligibility for federal free and reduced lunch. Almost all students enter the school in Kindergarten or 5th grade performing below grade level as measured by performance turnover tests from their previous school. In preparation for PARCC, Paterson-ASCS recognizes the need for improvement of technology skills. Specifically, the importance of students' keyboarding skills will be addressed. Through the use of software applications, like Typing Web, technology literacy will be enhanced, therefore closing the achievement gap. A broadband assessment survey is being administered to the parents. During the practice assessments in preparation for the administration of the March 2015 PARCC-PBA, it was noted that students district wide were challenged with utilizing the digital tools effectively. Actual PARCC data will be further analyzed when it becomes available.</p>	
Describe the root causes of the problem	<p>There is a growing divide between the digital – haves and have-nots. Less than one-third of the poorest Americans have adopted broadband, while</p>	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	90-plus percent of the richest have adopted. This divide directly impacts a large percentage of our student and parent population.	
Subgroups or populations addressed	Our student population primarily encompasses students of color including 41.15% African American, 54.78% Hispanic, 3.11% White, .96 Asian. Additionally, 4% of our students qualify for special education services and 3% are LEP.	
Related content area missed (i.e., ELA, Mathematics)	The response to this particular content area has been addressed in other sections of the application.	
Name of scientifically research based intervention to address priority problems	Broadband adoption is key to America's competitiveness – to jobs, e-government, education, and energy. Compare that to South Korea and Singapore where adoption rates top 90 percent. Low-income Americans and minorities disproportionately find themselves on the wrong side of the digital divide and excluded from the \$8 trillion dollar global Internet economy. These statements are supported by the research conducted by EveryoneOn, a national non-profit organization that works on closing the digital divide.	
How does the intervention align with the Common Core State Standards?	The National Common Core State Standards are addressed through the PARCC assessment. Technology is embedded throughout our curriculum as a tool to measure students' mastery of the National Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Small group interventions Supplemental ELA interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.
Math	Students with Disabilities	Small group interventions Supplemental Math interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				grade) <ul style="list-style-type: none"> PARCC 	improvement and ultimately develop proficiency among students.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Small group interventions Supplemental ELA interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC WIDE Model/Access for ELLs 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Small group interventions Supplemental Math interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC WIDE Model/Access for ELLs 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate improvement and ultimately develop proficiency among students.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Small group interventions Supplemental ELA interventions 	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				grade) <ul style="list-style-type: none"> PARCC 	
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Small group interventions Supplemental Math interventions 	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate improvement and ultimately develop proficiency among students.
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Supplemental ELA interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.
Math	Students with Disabilities	Supplemental Math interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate improvement and ultimately develop proficiency among students.
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	Supplemental ELA interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.
Math	ELLs	Supplemental Math interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate improvement and

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				<ul style="list-style-type: none"> PARCC 	ultimately develop proficiency among students.
ELA	Economically Disadvantaged	Supplemental ELA interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Running Records STAR Reading Accelerated Reader Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Improving Adolescent Literacy: Effective Classroom and Intervention Practices” (What Works Clearinghouse, 2008) found that among a variety of ELA instructional interventions, those with reteaching, scaffolding, individualized instruction, and additional instructional time resulted in high student achievement after one year of implementation.
Math	Economically Disadvantaged	Supplemental Math interventions	<ul style="list-style-type: none"> Teachers, (Classroom and Title I) Curriculum Supervisors Directors 	<ul style="list-style-type: none"> Benchmark Assessments Unit Assessments Measures of Academic Progress (MAP) Final Exams (5% increase in proficiency per grade) PARCC 	“Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools” (What Works Clearinghouse, 2009) cited the impact of regular ongoing supplemental small group math instruction, scaffolding, and reteaching to facilitate improvement and ultimately develop proficiency among students.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	---	Same as above.	Same as above.	Same as above.	Same as above.
Math	---	Same as above.	Same as above.	Same as above.	Same as above.

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Half day and full day professional development sessions throughout the year planned and facilitated by Curriculum Supervisors	<ul style="list-style-type: none"> • Directors • Curriculum Supervisors • Teachers 	Teachers will receive regular half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	In accordance with the New Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement. Professional develop at Paterson-ASCS is tailored to the specific needs of the instructional staff, based on data from classroom observations and student performance.
Math	Students with	Half day and full day	<ul style="list-style-type: none"> • Directors 	Teachers will receive regular	In accordance with the New

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities	professional development sessions throughout the year planned and facilitated by Curriculum Supervisors	<ul style="list-style-type: none"> Curriculum Supervisors Teachers 	half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement. Professional develop at Paterson-ASCS is tailored to the specific needs of the instructional staff, based on data from classroom observations and student performance.
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	Half day and full day professional development sessions throughout the year planned and facilitated by Curriculum	<ul style="list-style-type: none"> Directors Curriculum Supervisors Teachers 	Teachers will receive regular half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	In accordance with the New Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Supervisors			Professional develop at Paterson-ASCS is tailored to the specific needs of the instructional staff, based on data from classroom observations and student performance.
Math	ELLs	Half day and full day professional development sessions throughout the year planned and facilitated by Curriculum Supervisors	<ul style="list-style-type: none"> • Directors • Curriculum Supervisors • Teachers 	Teachers will receive regular half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	In accordance with the New Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement. Professional develop at Paterson-ASCS is tailored to the specific needs of the instructional staff, based on data from classroom observations and student performance.
ELA	Economically Disadvantaged	Half day and full day professional development sessions throughout the year planned and facilitated by Curriculum Supervisors	<ul style="list-style-type: none"> • Directors • Curriculum Supervisors • Teachers 	Teachers will receive regular half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	In accordance with the New Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement. Professional develop at Paterson-ASCS is tailored to the

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					specific needs of the instructional staff, based on data from classroom observations and student performance.
Math	Economically Disadvantaged	Half day and full day professional development sessions throughout the year planned and facilitated by Curriculum Supervisors	<ul style="list-style-type: none"> • Directors • Curriculum Supervisors • Teachers 	Teachers will receive regular half and full day professional development through in-house workshops lead by Paterson-ASCS and offsite workshops and programs.	In accordance with the New Jersey State Standards, Paterson-ASCS offers diverse professional development opportunities designed to increase professional growth and student achievement. Professional develop at Paterson-ASCS is tailored to the specific needs of the instructional staff, based on data from classroom observations and student performance.
ELA	---	Same as above.	Same as above.	Same as above.	Same as above.
Math	---	Same as above.	Same as above.	Same as above.	Same as above.

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The schoolwide program for 2015-2016 will be evaluated quarterly by an internal team of professionals which consists of school-based administration, Title I coordinator, and members of the school-based advisory committee.

2. What barriers or challenges does the school anticipate during the implementation process?

At this point in time, no barriers or challenges are anticipated.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The rationale and direction for the implementation of the school-wide programs will be communicated during on-going professional development meetings and periodic school-based advisory meetings. Periodically, the direction of the school-wide programs will be presented to the charter school Board of Trustees. An open invitation will be extended to parents to join the advisory committee during the required Title I yearly meeting.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The administration of two district-wide surveys will be used to gauge the perception of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The administration of two district-wide surveys will be used to gauge the perception of the community.

6. How will the school structure interventions?

The school will structure interventions through the following strategies:

- Collaborative teaching model (Math and ELA)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

- Small group instruction (Math and ELA)
- After school tutorials (Math and ELA)
- Reading interventions (provided by Reading Support Specialist)

7. How frequently will students receive instructional interventions?

Students will receive instructional interventions on a daily basis.

8. What resources/technologies will the school use to support the schoolwide program?

The resources/technologies used to support the schoolwide program are:

- Chromebooks
- iPads
- SMART Boards
- Guided Reading Books
- Pearson Realize/Digits
- Schoology
- Google Classroom
- Typing Web/Keyboards

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Quantitative data will be collected through:

- Running Records
- STAR Reading
- Accelerated Reader
- Benchmark Assessments
- Unit Assessments
- Measures of Academic Progress (MAP)
- Final Exams

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

10. **PARCC** How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Results of the schoolwide program will be shared with stakeholder groups through:

- School website
- School database
- Title I Evaluation Meetings
- Board Meetings

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Paterson Arts and Science Charter School will host events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve student academic achievement.	Teachers Activities Coordinator Project Coordinator School Director Schoolwide Title I advisory committee	Student Orientation Back to School Night School/District wide activities (see above for detailed list)	There is little argument regarding the positive impact that parent involvement has on a youth's academic achievement and overall wellbeing (The American Youth Policy Forum, 2003). A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson & Duffett, 2003).
Math	Students with Disabilities	Paterson Arts and Science Charter	Teachers Activities Coordinator	Student Orientation Back to School Night	There is little argument regarding the positive impact that parent

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		School will host events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve student academic achievement.	Project Coordinator School Director Schoolwide Title I advisory committee	School/District wide activities (see above for detailed list)	<p>involvement has on a youth's academic achievement and overall wellbeing (The American Youth Policy Forum, 2003).</p> <p>A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson & Duffett, 2003).</p>
ELA	Homeless	N/A	N/A	N/A	No homeless students identified.
Math	Homeless	N/A	N/A	N/A	No homeless students identified.
ELA	Migrant	N/A	N/A	N/A	No migrant students identified.
Math	Migrant	N/A	N/A	N/A	No migrant students identified.
ELA	ELLs	Paterson Arts and Science Charter School will host	Teachers Activities Coordinator Project Coordinator	Student Orientation Back to School Night School/District wide	There is little argument regarding the positive impact that parent involvement has on a youth's

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve student academic achievement.	School Director Schoolwide Title I advisory committee	activities (see above for detailed list)	<p>academic achievement and overall wellbeing (The American Youth Policy Forum, 2003).</p> <p>A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson & Duffett, 2003).</p>
Math	ELLs	Paterson Arts and Science Charter School will host events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve	Teachers Activities Coordinator Project Coordinator School Director Schoolwide Title I advisory committee	Student Orientation Back to School Night School/District wide activities (see above for detailed list)	<p>There is little argument regarding the positive impact that parent involvement has on a youth's academic achievement and overall wellbeing (The American Youth Policy Forum, 2003).</p> <p>A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization,</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		student academic achievement.			found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson & Duffett, 2003).
ELA	Economically Disadvantaged	Paterson Arts and Science Charter School will host events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve student academic achievement.	Teachers Activities Coordinator Project Coordinator School Director Schoolwide Title I advisory committee	Student Orientation Back to School Night School/District wide activities (see above for detailed list)	<p>There is little argument regarding the positive impact that parent involvement has on a youth's academic achievement and overall wellbeing (The American Youth Policy Forum, 2003).</p> <p>A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson &</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Duffett, 2003).
Math	Economically Disadvantaged	Paterson Arts and Science Charter School will host events throughout the school year to orient parents in the Paterson – ASCS model, and support the partnership between parents and students to improve student academic achievement.	Teachers Activities Coordinator Project Coordinator School Director Schoolwide Title I advisory committee	Student Orientation Back to School Night School/District wide activities (see above for detailed list)	<p>There is little argument regarding the positive impact that parent involvement has on a youth's academic achievement and overall wellbeing (The American Youth Policy Forum, 2003).</p> <p>A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school (Johnson & Duffett, 2003).</p>
ELA	---	Same as above	Same as above	Same as above	Same as above
Math	---	Same as above	Same as above	Same as above	Same as above

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Paterson Arts and Science Charter School recognizes that teachers and students alone cannot achieve targeted goals/success. Parents are involved from the very beginning of their child's education at Paterson-ASCS, parents become partners in their child's education and effectively support Paterson-ASCS staff in addressing the priority problems, especially closing the achievement gap.

2. How will the school engage parents in the development of the written parent involvement policy?

A representative sample of parents is members of the schoolwide Title I advisory committee. This committee is responsible for developing the parent involvement policy. A source of information that is used for reference in developing the parent involvement policy is the New Jersey Department of Education Title I website.

3. How will the school distribute its written parent involvement policy?

Parents will be informed on the parent involvement policy during Parent Back to School Night/Title I parent meeting in September, and additionally, parents can access the policy via the school website at all times.

4. How will the school engage parents in the development of the school-parent compact?

The school parent compact will be presented at the Back to School Night/Title I parent meeting in September. In addition, the compact will be posted online and a printed copy will be mailed to all parents.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will be informed on the parent involvement policy during Parent Back to School Night/Title I parent meeting in September, and additionally, parents can access the policy via the school website at all times.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

The NJ DOE school report card is published online on the school website. If requested by a parent, a printed copy will be furnished.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

District data is posted online and if requested, parents can receive a printed copy.

8. How will the school inform families and the community of the school's disaggregated assessment results?

District data is posted online and if requested, families and community member(s) can receive a printed copy.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Enrollment in the schoolwide Title I advisory committee is open to any family member or community representative. Requests to become a member are submitted to the school director.

10. How will the school inform families about the academic achievement of their child/children?

Academic achievement will be reported through the school's online database. Weekly progress reports will be sent directly to parents via email. In addition, parents are invited to attend marking period awards ceremonies where student achievement is recognized and celebrated. Parent/teacher conferences are conducted twice a year. Printed copies of school reports are issued quarterly. Standardized testing data is furnished periodically.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

The schoolwide Title I advisory committee are exploring the possibility of funding parental involvement program(s).

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	34	<ul style="list-style-type: none"> • Internal promotions • Small class size • Financial incentives • Ongoing professional development programs • Opportunities to attend conferences/training programs
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	<ul style="list-style-type: none"> • Opportunity for advancement • Supportive working relationship with classroom teacher(s) • Financial incentives • Ongoing professional development programs
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none">• Job ads are posted on ICIMS.• New Jersey Hire• New Jersey School Jobs• Job fairs at universities and colleges• Advertisement in NJ Star Ledger• Student teaching program within schools	HR Department, central office administration and school directors.